

University of Texas at Austin
Department of Sociology/School of Undergraduate Studies

UGS 303 (64415)
Spring, 2013
Mondays, 2:00-5:00
CLA 0.104

DIFFICULT DIALOGUES: RACE & PUBLIC POLICY IN THE U.S.

Professor: Dr. Robert Crosnoe

Office: CLA 2.406F

Hours: M: 12:00-2:00

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Hours: T: 10:00-12:00

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Course Description

This course examines racial/ethnic change and inequalities in the U.S., with a focus on public policies that attempt to address inequalities in the educational system, including higher education. It is part of the Difficult Dialogues program, which was originally designed (and funded by the Ford Foundation) to help promote open scholarly inquiry, academic freedom, and respect for different cultures and beliefs on the campus. This course adapts the Difficult Dialogues approach to the Signature Course format.

Two inter-related foci form the heart of this course. The *first* revolves around racial/ethnic population change and inequality. We will analyze the demographics of the rapidly diversifying U.S. and Texas populations, explore the social, psychological, cultural, and structural implications of this diversification for young people and schools, and discuss how social policy, including educational policy and practice, has evolved (or not) in response. We turn in the *second* part of the course to the policy arena. In particular, we will delve into major policy initiatives and debates that are associated with racial and ethnic inequality in higher education, especially affirmative action. Here, we will focus on major court cases, including the Hopwood decision, that have greatly affected UT.

This course has two **course flags**: Writing and Cultural Diversity. See page 3 for more on these flags.

Class Home Page

<http://courses.utexas.edu>. Go to this link and log into the Blackboard system with your UT EID. You will find a link to this course under the heading "My Courses". All readings and course material will be posted on this web page, as will announcements and grades.

Course Requirements

The requirements of the course and related grading scheme are as follows:

- Class (and Class Activity) Attendance: 15%
- Class Participation: 15%
- Short Papers: 30%
- Research Paper: 40%

Class attendance and participation. This course includes the regular class meeting (two hours) led by Dr. Crosnoe and a discussion section (1 hour) led by the TA. Dialogue is a main activity. Dialogue is not about winning debates or throwing out uninformed opinions, nor is it about creating a one-view-for-all group. Instead, we should strive for an **ACADEMICALLY INFORMED** dialogue regarding the issues that are being discussed, using class materials and each other as the key tools to help us discuss these issues in a civil manner. This is not to say that our personal experiences, backgrounds, and opinions are not important. They are, but our personal experiences and backgrounds are also (very) limited. In short, students are expected to be central academically informed, fully prepared participants in the discussions that take place. And, of course, a significant part of a good dialogue involves listening...not just talking!

Short papers. Each student is required to complete three assignments during the course of the semester, two of which require an out-of-class activity.

First, signature courses capitalize on the unique resources (e.g., collections, museums) of the University that are available to students. Our “university gem” is the Lyndon Baines Johnson Presidential Library, which features, among other things, a display on Civil Rights as part of its permanent exhibit on *American History: 1908-1973*. On February 25th, class will be held at the Library, including a lecture on the resources available there and a tour of the aforementioned exhibit. Students will then write a two page (single spaced) paper on what they learned about the Civil Rights Movement and Civil Rights Act (see instruction sheet under Assignments on Blackboard). This gem paper is due on **March 4th**.

Second, because doing class readings is an essential part of the course, each student will be required to use Blackboard to submit a brief response to at least one reading per week (see instruction sheet under Assignments on Blackboard). For a week that has assigned readings, students will pick one reading for response and complete the response before that week’s class meeting. Especially early in the semester, these responses will provide *opportunities to receive feedback* on writing and develop a sense of writing expectations for the course. A brief reading response is due **by 10:00 am on class days** for the **first half of the semester** (i.e., through Spring Break).

Third, signature courses also draw on lectures organized by various programs on campus. Thus, each student will attend at least one session of the Heman Sweatt Symposium on Civil Rights, which will be held all day on Thursday, April 18th here on campus (schedule and location forthcoming). Students will then write a two page (single space) reflection on what they heard (see instruction sheet under Assignments on Blackboard). This lecture report will be due in class on **April 22nd**.

Research/policy paper. Each student will submit a paper (5 pages single-spaced) on a topic of his/her choosing (see instruction sheet under Assignments on Blackboard). This paper will involve independent research as well as critical analysis, the goal being to synthesize extant research on the selected topic and then, based on that synthesis, come up with policy recommendations and/or talking points. This paper will be written in stages throughout the semester and discussed in class to give students *opportunities for oral presentation*. The final paper is due on **April 29th**.

Classroom and University Policies

Late policies. All written assignments must be turned in, hard copy, at the start of class on the day due. Papers will be docked ½ letter grade for every day they are late. I will not accept papers by email.

Students with disabilities. The University of Texas at Austin provides upon request appropriate academic adjustments for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641.

Religious holy days. A student who misses an examination, work assignment, or other project due to the observance of a religious holy day will be given an opportunity to complete the work missed within a reasonable time after the absence, provided that he or she has properly notified each instructor. The policy of the University of Texas at Austin is that the student must notify each instructor at least fourteen days prior to the classes scheduled on dates he or she will be absent to observe a religious holy day. For religious holidays that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. The student may not be penalized for these excused absences but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment or examination within a reasonable time after the excused absence.

Class web sites and student privacy. Web-based, password-protected class sites are associated with all academic courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, electronic class rosters will be

a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see:
<http://www.utexas.edu/student/registrar/ferpa/ferpa.qs.faculty.htm>.

Course Flag Descriptions

Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Cultural Diversity in the U.S. courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Professor Profile

A UT alum (Plan II Class of 1994), Professor Robert Crosnoe received his Ph.D. in Sociology from Stanford University and held a two-year post-doctoral fellowship in demography (the study of populations) and developmental psychology (the study of how people develop from birth to death) at the University of North Carolina at Chapel Hill before returning to Austin to join the faculty of the Department of Sociology in 2001. As a fellow at the Population Research Center, he conducts research on childhood and adolescence with an emphasis on education and health. Of particular interest is the phenomenon of resilience—how people succeed in life despite difficult circumstances.

Course Schedule & Readings

(All readings can be downloaded on the course Blackboard page)

PART I: RACE/ETHNIC DIVERSITY & POPULATION CHANGE

Week 1: Race/Ethnic Diversity

(January 14)

No readings

Week 2: MLK Holiday

(January 21)

No readings and no class meeting

Week 3: Race/Ethnicity and Free Speech on Campus

(January 28)

American Association of University Professors. 1915. "Declaration of Principles on Academic Freedom and Academic Tenure." *AAUP Bulletin* 1: 17-39.

Week 4: Race/Ethnic Segregation and Inequality, Part I

(February 4)

Kao, Grace and Jennifer S. Thompson. 2003. "Race and Ethnic Stratification in Educational Achievement and Attainment." *Annual Review of Sociology* 29: 417-442.

Steele, Claude. 1999. "Thin Ice: Stereotype Threat and Black College Students." *The Atlantic Monthly* (August 1999).

Paper Topic to be Selected and Discussed

Week 5: Race/Ethnic Segregation and Inequality, Part II

(February 11)

Charles J. Russo, J. John Harris III, and Rosetta F. Sandidge. 1994. "Brown v. Board of Education at 40: A Legal History of Equal Educational Opportunities in American Public Education." *Journal of Negro Education* 63: 297-309.

Orfield, Gary and Chungmei Lee. 2005. *Why Segregation Matters: Poverty and Educational Inequality*. Cambridge, Ma: Civil Rights Project.

Week 6: Touchy Subjects

(February 18)

Tyson, Karolyn, William Darity, and Domini R. Castellino. 2005. "It's Not 'A Black Thing': Understanding the Burden of Acting White and Other Dilemmas of High Achievement." *American Sociological Review* 70: 582-605.

McDermott, Monica and Frank L. Sampson. 2005. "White Racial and Ethnic Identity in the United States." *Annual Review of Sociology* 31: 245-261.

Week 7: Civil Rights

(February 25)

Kozol, Jonathan. 2005. "Dishonoring the Dead." Chapter 2 (pp. 13-38) in *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. New York: Crown.

Gem Event: Class will be Held at the Lyndon Baines Johnson Presidential Library

Paper outline due

Week 8: Researching Race/Ethnicity and Education

(March 4)

Library

No Readings

Class to be held at PCL 1.339 for orientation to reviewing research by Cynthia Fischer

Gem Papers Due in Class

PART II. RACE/ETHNICITY & SOCIAL/EDUCATIONAL POLICIES

Week 9: College Admissions (March 18)

Davis, Jessica and Kurt Bauman. 2002. "School Enrollment in the United States." *Current Population Reports* P20-559: 1-16.

Gurin, Patricia, Eric L. Dey, and Gerald Gurin. 2002. "Diversity and Higher Education: Theory and Impact on Educational Outcomes." *Harvard Educational Review* 72: 330-366.

Week 10: Pre- and Post-Hopwood UT (March 25)

United States District Court Western Division of Texas, Austin Division. 1998. *Hopwood v. Texas, Judgment*. <http://tarlton.law.utexas.edu/hopwood/jdgmnt.htm>

United States District Court Western Division of Texas, Austin Division. 1994. *Hopwood v. Texas, Decision*. <http://tarlton.law.utexas.edu/hopwood/hoptxt.htm>

Attorney General of Texas, Feb. 5, 1997. *Opinion*. <http://tarlton.law.utexas.edu/hopwood/morales.htm>

Office of Admissions, University of Texas at Austin. 2005. Implementation and Results of the Texas Automatic Admissions Law (HB 588) at the University of Texas at Austin, Demographic Analysis of Entering Freshmen Fall 2005 and Academic Performance of Top 10% and Non-Top 10% Students Academic Years 1996-2004. <http://www.utexas.edu/student/admissions/research/HB588-Report8.pdf>

Week 11: Policies Targeting Inequality (April 1)

Graglia, Lino A. 1998. "The 'Affirmative Action' Fraud." *Journal of Urban and Contemporary Law* 54: 31-38.

Laycock, Douglas. 2004. "The Broader Case for Affirmative Action: Desegregation, Academic Excellence, and Future Leadership." *Tulane Law Review* 78: 1767-1842.

Paper Literature Review to be Completed and Discussed

Week 12: Immigration Reform and Education (April 8)

Hernandez, Donald J. (2004). "Demographic Change and the Life Circumstances of Immigrant Families." *Future of Children* 14 (2): 17-47.

Tienda, Marta. (2009). "Hispanicity and Educational Inequality: Risks, Opportunities, and the Nation's Future," American Association of Hispanics in Higher Education Tomas Rivera Lecture (www.ets.org/Media/Research/pdf/PICRIVERA1.pdf).

Xie, Yu and Kimberly A. Goyette. 2005. "A Demographic Portrait of Asian Americans." Pp. 415-446 in *The American People: Census 2000*, edited by R. Farley and J. Haaga.. New York: Russell Sage Foundation.

Week 13: Early(ier) Intervention
(April 15)

Haskins, Ron and Cecilia Rouse. 2005. "Closing Achievement Gaps." *The Future of Children* (Policy Brief for Volume 15, Number 1: School Readiness: Closing Racial and Ethnic Gaps).

Ludwig, Jens and Isabel Sawhill. 2007. *Success by Ten: Intervention Early, Often, and Effectively in the Education of Young Children*. Washington, DC: Brookings.

Paper Answer and Policy Response to be Drafted and Discussed

Lecture Event: Heman Sweatt Symposium on Civil Rights on Thursday, April 18th (time and place TBD)

Week 14: Challenges to and Complexities in Action
(April 22)

Bazon, Emily. 2008. "The Next Kind of Integration." *New York Times Magazine*. July 20, 2008.

Lecture Report Due in Class

Week 15: Rethinking Race and Policy
(April 29)

No Readings

Final Paper Due in Class